



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6602 N. 75th Avenue, Glendale, AZ 85303

Glendale Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06 Highly Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Mark E Farison
Schedule : 07:15 AM to 04:30 PM
Grades : 9-12
Web Address : www.guhsdaz.org/schools/independence.asp
Phone Number : (623) 435-6100
Fax Number : (623) 435-6157
E-mail : mefariso@guhsdaz.org

Mission

Independence High School's mission is to empower all students for the choices and challenges of the 21st Century.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status ^(b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü SPECIAL POPULATIONS: All special populations students will be properly identified and provided specific learning opportunities to meet their educational needs.
- ü ACHIEVEMENT: All students will demonstrate proficiency on district, state and national assessments.
- ü COMMUNICATION: Independence High School will implement new strategies to improve communication between the school, parents, and our community.
- ü NCLB/AZLEARNS: Independence High School will meet or exceed all requirements of NCLB/AZLearns.

Enrollment

October 1, 2005 School Year Student Enrollment : 1675
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 129

Instructional Programs

- ü AP/Fine Arts/Dual Enrollment Prog.
- ü School-to-Career Transition Experiences
- ü NJROTC/ELL/Excel/Explore Prog.
- ü Extended Opportunity Courses/Read 180
- ü App. Tech/Business/Fam.Cons. Sciences
- ü Foreign Lang./Lang. Arts/Mathematics
- ü Science/Soc. Studies/Visual Arts
- ü Physical Education/CNA Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school maintains a learning environment that is safe, orderly, productive and committed to quality instruction. Independence strives for continuous improvement in programs and practices resulting in success for all students. We promote two-way communication between the school and the home. We urge parents to encourage their student to be involved in extracurricular activities.

Parents

Parents should reinforce all school/classroom policies and expectations. They should encourage academic and extracurricular endeavors and work with the school on all matters related to their student. We strongly encourage parental involvement through membership in the Parent Booster Club and the Planning Team.

Transportation Policy

Students within the district who reside more than 1 1/2 miles from school may ride the school bus. Students who are physically handicapped and live closer to the school may apply for a permit to ride the bus (Policy #8321).

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü IHS Student Receives Appointment to Annapolis	2005
ü NJROTC Receives Distinguished Unit with Academic Honors	2005
ü IHS ELL Program Rated #1 In The State of Arizona	2006
ü IHS Special Education Floor Hockey Team #1 in Nation	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	406	3339	71130	90	92	95	704	716	701	16	11	23	11	9	13	63	60	51	10	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	205	1706	35465	93	94	96	705	716	702	14	10	21	10	9	13	66	61	53	10	19	13
Male	201	1632	35648	87	89	94	703	717	701	18	12	24	12	8	12	59	59	50	10	20	14
African American	61	273	3868	91	90	95	705	700	686	13	18	33	16	13	17	61	60	45	10	9	6
Hispanic	250	1360	25103	93	92	95	700	703	685	18	17	34	12	11	16	62	61	45	9	11	5
Asian/Pacific Islander	15	111	1805	100	99	98	737	723	731	13	12	9	NA	7	7	53	52	50	33	29	34
American Indian/Alaskan Native	NC	107	4241	NC	95	90	NC	712	679	NC	8	39	NC	13	19	NC	68	39	NC	10	3
White	77	1488	36075	79	91	95	709	731	715	13	5	12	8	5	9	70	60	58	9	30	21
Students with Disabilities	10	91	5862	18	24	71	NA	686	658	NA	20	63	NA	22	15	NA	56	20	NA	2	2
Students without Disabilities	396	3248	65268	100	100	98	704	717	705	16	11	19	10	8	12	64	61	54	10	20	15
Limited English Proficient Students	43	258	4859	91	91	93	669	669	662	47	50	64	23	18	15	28	31	20	2	1	1
Migrant Students	NC	NC	786	NC	NC	95	NC	NC	681	NC	NC	38	NC	NC	18	NC	NC	41	NC	NC	4
Economically Disadvantaged	200	1490	22957	90	89	93	698	705	685	20	16	34	14	11	17	56	61	44	11	12	5
Non-Economically Disadvantaged	206	1849	48173	89	94	96	709	726	709	12	7	17	9	7	11	69	60	55	10	27	18

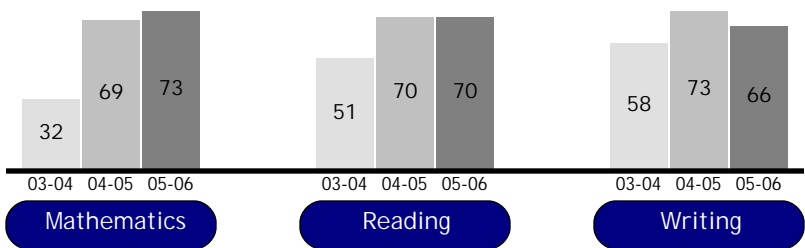
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	433	3571	73018	96	96	97	699	706	703	4	4	6	25	22	23	65	66	64	5	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	218	1797	36181	96	97	97	704	710	708	5	3	4	21	21	21	69	66	65	6	10	9
Male	214	1773	36816	95	96	96	694	702	699	4	5	7	30	23	24	62	66	62	4	6	7
African American	63	302	3976	95	96	96	696	690	689	2	6	8	29	31	29	67	60	59	3	3	3
Hispanic	261	1431	25801	95	95	96	693	691	683	6	6	10	28	31	34	63	59	53	3	4	3
Asian/Pacific Islander	15	112	1812	100	97	98	736	710	722	NA	4	3	13	20	15	67	65	66	20	11	16
American Indian/Alaskan Native	NC	117	4389	NC	100	93	NC	696	675	NC	3	9	NC	29	42	NC	65	47	NC	3	1
White	90	1607	37024	96	97	97	713	722	721	2	2	2	17	12	12	71	73	73	10	13	13
Students with Disabilities	37	263	7170	66	66	85	651	659	654	16	16	23	62	48	47	22	35	29	NA	0	1
Students without Disabilities	396	3308	65848	100	100	98	703	709	708	3	3	4	22	20	20	69	69	67	6	8	9
Limited English Proficient Students	45	274	5099	92	94	95	642	640	641	20	25	29	71	66	59	9	9	12	NA	NA	0
Migrant Students	NC	NC	817	NC	NC	96	NC	NC	667	NC	NC	15	NC	NC	44	NC	NC	39	NC	NC	1
Economically Disadvantaged	213	1639	23912	94	95	94	688	689	681	6	6	10	32	33	36	59	58	52	3	3	2
Non-Economically Disadvantaged	220	1932	49106	97	98	98	709	720	714	2	2	4	19	13	16	72	73	69	7	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	435	3545	72810	96	96	96	685	692	685	5	4	6	29	25	30	60	64	58	6	7	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	218	1796	36111	96	97	97	696	701	695	4	3	4	21	18	23	67	69	65	9	10	8
Male	216	1748	36678	96	94	95	673	682	674	7	5	9	38	32	36	53	59	52	2	4	3
African American	63	298	3962	95	95	96	685	681	675	2	7	8	25	27	33	68	62	55	5	4	3
Hispanic	262	1435	25735	96	96	96	681	682	669	6	6	10	34	33	41	55	58	48	5	4	2
Asian/Pacific Islander	15	111	1809	100	97	97	715	691	704	NA	9	4	NA	13	19	80	68	65	20	10	13
American Indian/Alaskan Native	NC	115	4370	NC	98	92	NC	690	670	NC	3	9	NC	28	39	NC	61	50	NC	8	2
White	91	1584	36915	97	96	97	691	703	697	5	2	3	21	18	21	67	69	67	7	10	8
Students with Disabilities	37	240	7071	66	60	84	647	647	634	8	13	24	70	56	53	19	30	21	3	1	1
Students without Disabilities	398	3305	65739	100	100	98	688	694	689	5	4	4	25	23	27	64	66	62	6	7	6
Limited English Proficient Students	45	276	5046	92	95	94	616	617	621	36	31	31	53	54	56	11	15	12	NA	NA	0
Migrant Students	NC	NC	812	NC	NC	96	NC	NC	654	NC	NC	15	NC	NC	51	NC	NC	34	NC	NC	0
Economically Disadvantaged	213	1624	23814	94	94	94	676	678	667	7	7	10	36	33	41	54	57	47	4	3	2
Non-Economically Disadvantaged	222	1921	48996	98	97	97	694	703	693	4	2	4	23	18	24	67	70	64	7	10	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	85	42	NA	42	98	45	50	51	93	44	50	52
	Language	85	42	50	42	98	46	50	50	93	46	50	50
	Mathematics	85	63	71	63	98	43	50	50	93	48	52	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Independence High School

School Site Council

Council Composition

- 4 School Administrator(s)
- 4 Non-certified Employee(s)
- 11 Teacher(s)
- 7 Parent(s)
- 1 Community Member(s)
- 7 Student(s)

Council Duties

- Ü Enhance/Improve Student Achievement
- Ü Communication With Students/Staff/Parent
- Ü Planning Students'/School's Future Focus
- Ü Maintain High Grad Rate/Low Dropout Rate
- Ü Analyze School Effectiveness
- Ü Explore Educational Innovations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	85.80
Other Professional Staff	8.40	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	2	0	0
4 to 6 years	12	1	0	0
7 to 9 years	6	4	0	0
10 or more years	18	26	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	261
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü 9 Computer Labs/Media Center/Theatre
- Ü Music Center/Digital Photo Lab
- Ü Computer-assisted Drafting/Introtech Lab
- Ü Media Productions Studio/Read180 Lab

Extracurricular Activities

- Ü Service Clubs (i.e., Key Club, NHS)
- Ü Young Environmentalist Club
- Ü Academic (Decathlon/Speech) Clubs
- Ü NJROTC
- Ü Athletic Support Clubs (i.e., Spiritline)
- Ü CNA Program
- Ü Special Interest Clubs (Art, Rocketry)
- Ü Diversified Cooperative Education

Social Services

- Ü School Nurse/School-Based Clinic
- Ü Federal School Lunch Program
- Ü Counseling Services/Social Worker
- Ü Homeland Security Partnership
- Ü Emergency Response Program
- Ü Adopt-a-Family Program
- Ü Free Health Exams
- Ü Food Bank Participation

Independence High School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Independence seniors were offered 2.2 million dollars in financial aid and scholarships.
- Local survey results indicate that ninety-three percent of Independence High School parents are satisfied with the school.
- Independence High School's AZLearns Achievement Profile improved from Performing Plus to Highly Performing.
- Sixty-six percent of all Independence High School students participated in at least one extracurricular activity during the school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	85	89	88	73
Graduation Rate ⁶	97	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

IHS promotes a safe climate through high visibility of school personnel, monitored campus access, ID cards, dress/behavior guidelines, student accountability, closed campus, sweeps, support and resources for students, and a clearly defined emergency response plan.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Annette Reiley	(623) 435-6100
Transportation Policy	Sandi Gregory	(623) 435-6084
Community Resources	Erin Kisicki	(866) 435-6170
School Nutrition Programs	Dung (Yome) Gokool	(623) 435-6016
Parent Organization	Cassandra Webb	(623) 435-6100
Student Health/Nurse	Esly Salazar	(623) 435-6103

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.